DOCUMENT RESUME

ED 083 480 95 CE 000 578

AUTHOR Schroeder, Paul E., Comp.
TITLE Vocational Education for the Handicapped: A Bibliography of ERIC Documents. Bibliography Series No. 20.
INSTITUTION Ohio State Univ., Columbus. Center for Vocational and Technical Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Aug 73
NOTE 33p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Ability; *Annotated Bibliographies; Bibliographies; Career Education; *Exceptional (Atypical); *Handicapped; Handicapped Students; Job Training; Manpower Development; Special Education Teachers; *Vocational Education; Vocational Education Teachers; Vocational Retraining

ABSTRACT

The annotated bibliography was compiled to alert educators to literature discussing vocational education for the handicapped. Limited to documents cited in Research in Education (RIE), the bibliography consists of items which had Career Education, Job Training, Manpower Development, Vocational Education, or Vocational Retraining as one of there major descriptor terms, plus a second major term included in a 25-item list cited in the bibliography. Researchers found 85 documents met the basic coupling requirement, and from those, selected 37 as being most relevant to and representative of the types of literature discussing the topic. The bibliography is arranged according to dates of publication beginning with the latest publication. It is limited to documents published in 1970, 1971, and 1972. Each citation provides the same information as is provided by RIE. All documents lists are available in microfiche or hard copy form from the ERIC Document Reproduction Service. (AG)

ED 083480

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Bibliography Series
No. 20

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

A Bibliography of ERIC Documents

ERIC

CLEARINGHOUSE ON VOCATIONAL
AND TECHNICAL EDUCATION

CE 000 578

FILMED FROM BEST AVAILABLE COPY

ACKNOWLEDGEMENTS

Recognition is due Paul E. Schroeder, Specialist, the ERIC Clearinghouse, for his effort in coordinating the compilation of this bibliography. Recognition is also due Gordon F. Law, Rutgers--The State University; and Donald Rathbun, American Vocational Association; for their critical review of the bibliography prior to final revision and publication.

Robert E. Taylor
Director
ERIC Clearinghouse on Vocational and Technical Education

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Vocational Association for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the American Vocational Association or the National Institute of Education.

ED 083480

VOCATIONAL EDUCATION FOR THE HANDICAPPED

A Bibliography of ERIC Documents

compiled by

Paul E. Schroeder
Specialist
ERIC Clearinghouse on Vocational
and
Technical Education

ERIC Clearinghouse on Vocational and Technical Education
The Center for Vocational and Technical Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

August, 1973

CONTENTS

INTRODUCTION 2

EXAMPLE OF RIE CITATION 4

DOCUMENTS AVAILABLE FROM EDRS 5

1972 Publication Dates 5
1971 Publication Dates 14
1970 Publication Dates 20

DOCUMENT ORDERING INSTRUCTIONS 30

INTRODUCTION

The current attention being directed toward VOCATIONAL EDUCATION FOR THE HANDICAPPED, evidenced by increased Federal funding for programs and facilities for the handicapped, the expansion of sheltered workshop programs, and articles in journals, magazines, and newspapers, emphasizes the need for educators to be aware of the literature in education and related fields dealing with the topic.

This bibliography of documents announced in Research in Education (RIE), the monthly index of the Educational Resources Information Center (ERIC) system, was prepared as one means of alerting educators to literature discussing vocational education for the handicapped.

The bibliography was created by searching for documents announced in RIE whose ERIC-descriptor listing had at least one major term from both ERIC-descriptor lists shown below.

ERIC DESCRIPTORS USED FOR SEARCH

Column 1	Column 2
Career Education	Ability
Job Training	Academically Handicapped
Manpower Development	Amputees
Vocational Education	Cardiac (Person)
Vocational Retraining	Cleft Lip
	Cleft Palate
	Comparison (Occupations)
	Emotionally Disturbed
	Epilepsy
	Exceptional (Atypical)
	Exceptional Child Research
	Handicapped
	Handicapped Children
	Handicapped Detection
	Handicapped Students
	Language Handicapped
	Language Handicaps
	Mentally Handicapped
	Multiply Handicapped
	Occupational Therapy
	Physically Handicapped
	Residential Care
	Sensory Deprivation
	Special Education Teachers
	Wheel Chairs

A total of 85 documents in the ERIC collection fit the search strategy. From this number, 37 documents, all available in microfiche (MF) form from the

ERIC Document Reproduction Service (EDRS) were selected as being most relevant to and representative of the wide variety of types of literature discussing the topic.

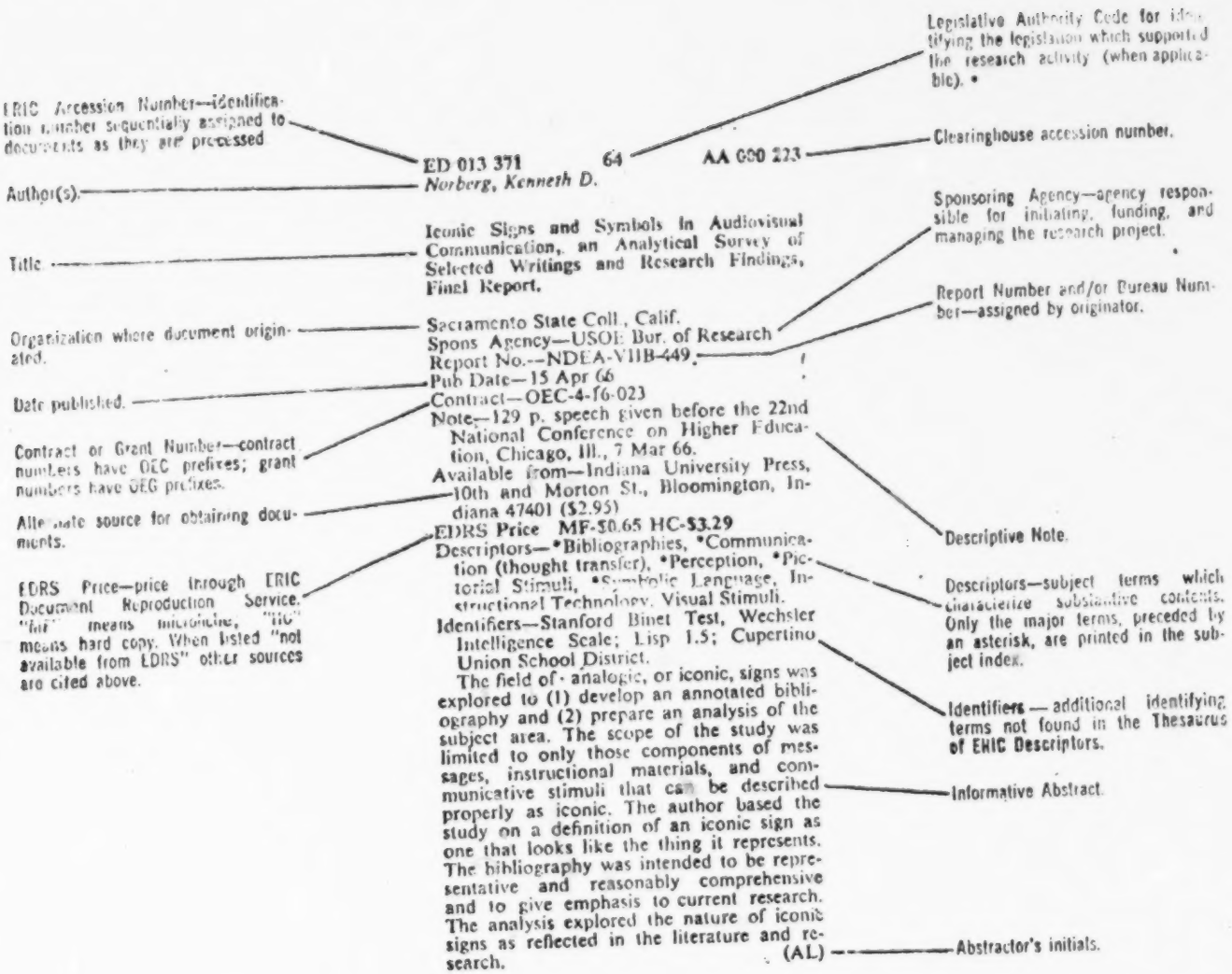
The bibliography is organized according to dates of publication, the latest publication date being listed first in each section. The bibliography is limited to those documents having publication dates in the years 1970, 1971, or 1972.

The listing for each selected document follows the format of all ERIC citations (see sample citation for description of information presented in each citation).

All documents listed in the bibliography may be obtained in microfiche (MF) at $0.65 per title, or in hardcopy (HC) form at the prices listed from the ERIC Document Reproduction Service (see ordering instructions for complete details).

* * *

*Note should be made by the reader that this bibliography, in terms of the ERIC data base, is not complete or comprehensive since the citations listed were selected for relevance to the topic from the total number of documents fitting the search strategy. Note should also be made, however, that the purpose of this bibliography is to alert educators to current (published since 1970) and readily available (microfiche through the ERIC Document Reproduction Service) documents announced only in the ERIC publication Research in Education (RIE).


ERIC Accession Number—identification number sequentially assigned to documents as they are processed
ED 013 371
64
AA 000 223
Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).
Clearinghouse accession number.
Author(s).
Norberg, Kenneth D.
Title
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Organization where document originated.
Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449.
Report Number and/or Bureau Number—assigned by originator.
Date published.
Pub Date—15 Apr 66
Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.
Contract—OEC-4-16-023
Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Descriptive Note.
Alternate source for obtaining documents.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche, "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.
Informative Abstract.
(AL)
Abstractor's initials.

Example of RIE Citation

DOCUMENTS AVAILABLE FROM EDRS

1972 Publication Dates

ED070824 VT018015
PROJECT CAREER/CAREER DEVELOPMENT PROCESS FOR THE HANDICAPPED. INTERIM REPORT (JULY 1, 1972-NOVEMBER 15, 1972).
Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Spons Agency-Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 30 Oct 72 Note-112p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors-Behavioral Objectives/ *Career Education/ *Developmental Programs/ Goal Orientation/ *Handicapped Students/ Inservice Courses/ Integrated Curriculum/ *Interdisciplinary Approach/ Program Descriptions/ Program Evaluation/ Resource Materials/ School Industry Relationship/ State Programs/ *Vocational Development
Identifiers-*Project CAREER
This interim report covers the first phase of Project CAREER, which is a federally funded exemplary project in vocational education focusing on the career development process for the handicapped. An interdisciplinary career education team for each of three local education agencies (LEA's) was established, composed of a special education teacher, a vocational teacher, and an academic teacher. Coordinated by an occupational resource specialist in each LEA, the team's orientation was accomplished at a 1-week summer conference and 4-week workshops in each LEA. Preliminary planning was done for developing a career education resource center and integrated career education curriculums for handicapped students. Behavioral objectives and performance objectives are being developed and examined, a pilot demonstration unit will be presented in October 1972, and community support is being enlisted. Short courses for in-service training and pre-service college courses have been developed. A program evaluation by a third party evaluator, conclusions, recommendations, and a wide range of resource materials are provided. (Illustrations deleted due to marginal legibility.) (AG)

ED072235 VT018680
RESEARCH IN DEVELOPING A PROGRAM IN BASIC VOCATIONAL STUDIES. FINAL REPORT.
Brooke County Board of Education, Wellsburg, W. Va.
Spons Agency-West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.
Report No.-WVa-71-R-20
Pub Date Sep 72 Note-193p.
EDRS Price MF-$0.65 HC-$6.58

Descriptors-County Programs/ *Curriculum Guides/ Developmental Programs/ Educational Objectives/ Educational Responsibility/ Goal Orientation/ *Handicapped Students/ High School Curriculum/ Post Secondary Education/ Program Coordination/ *Program Development/ Remedial Programs/ Research Utilization/ *Skill Development/ Vocational Development/ *Vocational Education

Identifiers-*Brooke County/ West Virginia

This report describes the research and organization involved for implementing a coordinated county academic-vocational program for mentally, physically, and emotionally handicapped students at the high school and post-secondary levels. An occupational survey and literature review preceded the development of a flexible academic curriculum providing basic instruction and remedial work in language arts and mathematics skills. Job orientation, vocational skills development for the occupations centering on food service and building maintenance, on-the-job training, and the services of a rehabilitation counselor are provided in this 4-year special program. Inservice training for professional staff, program evaluation, and accountability constitute major programmatic needs. The curriculum guide includes numerous unit outlines, term definitions, visual aids, program goals and objectives, and resource materials. Staff roles and responsibilities are delineated for this state funded developmental project. (AG)

ED072197 VT018515

VOCATIONAL INSTRUCTIONAL MATERIALS FOR STUDENTS WITH SPECIAL NEEDS.

Towne, Douglas C.; Wallace, Sydney

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date Aug 72 Note-235p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors-Citation Indexes/ *Directories/ *Disadvantaged Youth/ Feedback/ *Handicapped Students/ Individualized Instruction/ *Instructional Materials/ Visual Aids/ Vocational Development/ *Vocational Education

Identifiers-Dictionary of Occupational Titles

This directory of instructional materials is designed for use by vocational education teachers of the disadvantaged or handicapped student. Representing a number of sources and a variety of approaches to curricular materials for students with special needs, this listing covers 24 topics, from individualized curriculums to instructional support systems. Federally funded under the Vocational Education Amendments of 1968, the text is illustrated with line drawings. Each instructional category, such as office occupations, is cross-referenced with the Dictionary of Occupational Titles.

Instructions for locating materials under the appropriate program heading, an explanation of the coding system and the method of ordering selected documents for purchase from the Government Printing Office are provided. For each document citation, these nine areas of information are given: (1) title, (2) author, (3) corporate author, (4) a statement of relevant instructional areas, (5) a brief annotation of the potential use of this material, (6) subject content, (7) a description of the materials, (8) the instructional media, and (9) the source of the document. An evaluation form is included for teacher feedback. (AG)

ED069072 EC050147

VOCATIONAL TRAINING: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 633.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72 Note-31p.

Available from-The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Abstracts/ *Annotated Bibliographies/ Employment Experience/ Employment Opportunities/ Employment Potential/ *Exceptional Child Education/ *Handicapped Children/ Job Skills/ *Vocational Education

The selected bibliography on vocational education contains approximately 88 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1962 to 1971. (CB)

ED064824 EC042376

A PROGRAM FOR TRAINING THE STUDENT WITH SPECIAL NEEDS.

Mossman, Marshall I., Ed.

Genesee Area Skill Center, Flint, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date Jun 72 Note-113p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors-Curriculum/ Educational Programs/ *Exceptional Child Education/ *Mentally Handicapped/ *Physically Handicapped/ *Program Descriptions/ *Vocational Education

The booklet is reported to be designed for use as a source book by individuals concerned with establishing special needs vocational education programs to train mentally and physically handicapped students in semi-skilled occupations. General considerations presented cover the goal of releasing human potential, overall objectives of the program, psychological guidelines relating to knowing the child, readability of the textbook, curriculum guidelines, and evaluation procedures. Curriculum areas then included are health occupations, landscaping, graphic arts, plant maintenance, welding, driver education, small engine mechanics, domestic appliance repair, business occupations, auto mechanics, and auto body mechanics. Usually provided for each curriculum entry are a course description, listing of performance objectives, course outline, and operational notes. Concluding information concerns student personnel services, placement and program counselor, and psychologist. Appended are a chronology of the special needs program and operational forms. (CB)

ED073246 VT018595

SUPPLEMENT TO HANDBOOK FOR SELF-EVALUATION OF PROGRAMS AND SERVICES TO THE DISADVANTAGED AND THE HANDICAPPED AT COMMUNITY COLLEGES UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 (PUBLIC LAW 90-576).

Tadlock Associates, Los Altos, Calif.

Spons Agency-California Coordinating Unit for Occupational Research and Development, Sacramento.; Foothill Community Coll. District, Cupertino, Calif.

Pub Date 15 Apr 72 Note-50p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-College Programs/ *Community Colleges/ *Disadvantaged Youth/ Federal Aid/ *Handicapped/ *Program Evaluation/ Self Evaluation / Staff Role/ Supplementary Reading Materials/ Vocational Development/ *Vocational Education

Identifiers-*Vocational Education Amendments of 1968

Suggestions for conducting an institutional self-evaluation of programs and services offered to the disadvantaged and the handicapped at the community college level are provided in this supplement to a handbook on this topic. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide discusses these seven topics: (1) Procedures for Evaluation, (2) Financial Resources, (3) Plant and Equipment Resources, (4) Library Resources and Other Instructional Facilities, (5) Instructions for the Chairman and Vice Chairman, (6) Instructions for Committee Members, and (7) Role of the District Staff. Two charts illustrate the text, one on attitude assessment and one on the interrelationships among special programs. This document is related to two others, available in this issue as VT 018 582 and VT 018 583. (AG)

ED073241 VT018583

HANDBOOK FOR SELF-EVALUATION OF PROGRAMS AND SERVICES TO THE DISADVANTAGED AND THE HANDICAPPED AT COMMUNITY COLLEGES UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 (PUBLIC LAW 90-576).

Tadlock Associates, Los Altos, Calif.

Spons Agency-California Coordinating Unit for Occupational Research and Development, Sacramento.; Foothill Community Coll. District, Cupertino, Calif.

Pub Date 15 Apr 72 Note-35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-College Programs/ *Community Colleges/ *Disadvantaged Youth/ Educational Background/ Educational Planning/ Federal Aid/ Guidelines/ *Handicapped/ Pilot Projects/ *Program Evaluation/ Resource Materials/ Self Evaluation/ Vocational Development/ *Vocational Education

Identifiers-*Vocational Education Amendments of 1968

This handbook provides basic information for conducting an institutional self-evaluation of programs and services offered to the disadvantaged and handicapped at the community college level. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide is intended for those who are inexperienced with such self-evaluation projects. Developed as part of a pilot study of four community colleges, in cooperation with representative members of the administration, staff, community, and student body, this document includes: (1) background information, (2) a summary plan for evaluation, (3) steps in the evaluative process, and (4) sample work forms. Suggested evaluation questions and a sample working diagram for the self-study process are provided. An extensive self-evaluation questionnaire is appended. This document is related to VT 018 582 and VT 018 595, which are available in this issue. (AG)

ED073240 VT018582
A REPORT ON THE EVALUATION OF OCCUPATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED AND DISADVANTAGED IN FOUR COMMUNITY COLLEGES.
Tadlock Associates, Los Altos, Calif.
Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 15 Apr 72 Note-41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-College Programs/ *Community Colleges/ *Disadvantaged Youth/ Federal Aid/ *Handicapped/ Models/ Operations Research/ Program Evaluation/ *Self Evaluation/ *Vocational Education
Identifiers-*Vocational Education Amendments of 1968
This project was directed to the development of a self-evaluation model which would enable community colleges to evaluate their effectiveness in providing occupational education programs for the disadvantaged and handicapped that are funded under the Vocational Education Amendments of 1968. To accomplish their goal, the evaluation team made a series of visits to the campuses of four colleges, where questionnaires were used to obtain the necessary data. At the conclusion of each visit, team members met in taped sessions to review their findings. Some of those major findings include: (1) Administrators were reluctant to allow first-line personnel to be interviewed outside of their presence, (2) Administrators tended to supply first-line personnel with acceptable answers, and (3) Similarities were found in the policies and procedures regarding programs for the disadvantaged at the participating colleges. Conclusions reached were: (1) The Office of Economic Opportunity needs to create a more specific definition of the term, disadvantaged, (2) Programs which serve the disadvantaged are virtually nonexistant, (3) The development of existing programs was done in absence of minority input, and (4) Community input regarding decisions consists of after the fact information. A handbook and supplement resulting from the project are available as VT 018 583 and VT 018 595, respectively, in this issue. (SN)

ED062554 VT015272
TWO MILLION WITHOUT SKILLS.
Tapman, Muriel Shay
Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date Feb 72 Note-59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Educational Needs/ *Educational Opportunities/ *Federal Laws/ Government Role/ *Handicapped Children/ Handicapped Students/ Interagency Coordination/ Skill Development/ *Vocational Education
Identifiers-Education of the Handicapped Act/ Education Professions Development Act/ Vocational Education Amendments of 1968

Nearly 2 million handicapped children will be leaving school by 1977 without skills necessary for productive participation in society. This paper considers some of the problems which have arisen in implementing a commitment to vocational education for the handicapped, and reviews the relevant Federal laws. The discussion of the laws points out questions which must be answered before the Federal commitment to vocational education for the handicapped can be considered entirely successful. The overall conclusion is that a communications gap exists within the agencies responsible for implementation of the legislation. (DH)

ED069855 VT017106

WISCONSIN'S VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS FOR PERSONS WITH SPECIAL NEEDS.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Pub Date 72 Note-161p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Disadvantaged Groups/ Educational Innovation/ Goal Orientation/ *Handicapped/ Program Administration/ Program Descriptions/ Program Effectiveness/ *Program Evaluation/ Resource Materials/ *State Programs/ Tables (Data)/ Technical Education/ Vocational Development/ *Vocational Education

Identifiers-*Wisconsin

This study assesses the programs and services offered to persons with special needs in Wisconsin, focusing on their appropriateness and availability. Its overall purposes are: (1) to provide an overview of Wisconsin's Vocational and Technical Education programs in this area, including an evaluation of possible strengths and weaknesses, (2) to provide a base from which the State Advisory Council can report to the citizens of Wisconsin, and (3) to fulfill the requirements of the State Advisory Council on Vocational Education as set forth in the 1968 Vocational Education Amendments. Specifically, the objectives of this study include: (1) an evaluation of program effectiveness in meeting educational goals in this area, (2) a determination of the degree to which vocational programs serve the disadvantaged and handicapped, (3) a description of the administrative structure and delivery system for these services, (4) an identification of program output, and (5) the highlighting of several ongoing projects. (Author/AG)

ED064834 EC042458
PROJECT VITALITY; PHASE III. A PROGRAM FOR THE HANDICAPPED.
Santa Ana Unified School District, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.
Pub Date 72 Note-76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Educational Programs/ *Exceptional Child Education/ *Handicapped Children/ *Program Descriptions/ *Skill Development/ *Vocational Education
The 1972-73 school year Project VITALITY is described to provide coordinated work study career development for students in grades seven through 12 or equivalent ages who are legally assigned to the special programs, students in the Teen Mothers program, and those students dismissed from the educable mentally retarded program after August 1, 1969. An equal number of academically handicapped students are projected to participate and be supported by District funds. All of the students are diagnosed as handicapped, with deficiencies in functional reading skills, academic achievement and/or readiness for the world of work. Activities are described to include skill training of students in various occupational areas, including health, industrial, business, community homemaking jobs, maintenance, custodial, food services, laundry helper, gardening and nursery work, horseshoeing, animal care, day care and nursery schools, auto repair and service. Training stations are explained to be located at community classrooms, on campus and at off campus sites, depending on the specific nature of job training being followed by students. Learning activity packages are said to be developed to provide specified skill training for students. Some of the students participating are said to be from the inner city. (Author)

ED059707 JC720060
IDENTIFICATION AND ACCOMMODATION OF DISADVANTAGED AND HANDICAPPED STUDENTS IN VIRGINIA COMMUNITY COLLEGES.
Educational Research Services, Inc., White Plains, N.Y.
Spons Agency-Virginia Community Coll. System, Richmond.
Pub Date Dec 71 Note-60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Disadvantaged Youth/ *Handicapped Students/ *Junior Colleges/ *Program Planning/ *Vocational Education
Identifiers-*Virginia
This report describes the development of a master plan for identifying and accommodating disadvantaged and handicapped students within the vocational education programs of the Virginia Community

college system. The general project objectives reported on were: (1) to determine the potential number of disadvantaged and handicapped students by college region; (2) to identify means for providing special programs serving these students; (3) to examine the number of these students now being served in different types of specialized instructional offerings; (4) to identify state, federal, and other programs that are potential sources of support; and (5) to make recommendations on a plan that would include referral of students, provision of instructional materials, and training of needed personnel. The project's work schedule consisted of reviewing pertinent literature, contacting appropriate state and federal agencies regarding legislation and programs, examining available statistical information collected by the 22 community college regions, and directly contacting and interviewing staff and clients of a 6-college sample. (AL)

1971 Publication Dates

ED058415 VT014412
A NATIONAL STUDY TO IDENTIFY OUTSTANDING PROGRAMS IN VOCATIONAL EDUCATION FOR HANDICAPPED AND DISADVANTAGED STUDENTS.
National Association of State Directors of Vocational Education.; Pennsylvania State Advisory Council for Vocational Education, Harrisburg.
Pub Date Nov 71 Note-210p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors-*Disadvantaged Youth/ Educational Programs/ *Handicapped Students/ National Surveys/ Program Administration/ Program Coordination/ Program Costs/ *Program Descriptions/ Program Evaluation / *Vocational Education
This publication contains information gained from a survey of 49 states, the District of Columbia, and Puerto Rico concerning programs for handicapped and disadvantaged students. Arranged alphabetically by state, 51 handicapped and 51 disadvantaged programs are described in terms of: (1) program objectives, (2) program funding, (3) student characteristics and recruitment methods, (4) staff characteristics, (5) vocational offerings, (6) program characteristics such as program length and time spent in formal instruction or laboratory or work experience, (7) program coordination, (8) materials and equipment needs, and (9) program evaluation and future plans. (SB)

ED063472 VT015390
VOCATIONAL EDUCATION AND THE PHYSICALLY HANDICAPPED--VOICES AND VIEWS.
Love, Don
Hoskins and Associates, South Pasadena, Calif.; Los Angeles City Coll., Calif.
Pub Date Jul 71 Note-128p.
Available from-Los Angeles City College Bookstore, 855 North Vermont Avenue, Los Angeles, California, 90029 ($6.60)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors-Community Colleges/ Disadvantaged Groups/ Educational Needs/ Employment Trends/ *Junior Colleges/ Manpower Needs/ *Physically Handicapped/ Program Development/ Program Planning/ Research Needs/ *School Role/ *Student Needs/ Vocational Counseling/ *Vocational Education
This report is an attempt to define the role of the junior/community college in providing vocational training for the physically handicapped. In identifying this role the report offers: (1) an in-depth discussion of the national concern of vocational education for the handicapped, (2) findings from a review of the existing

vocational education programs for the disabled, (3) an analysis of the handicapped population related to the junior college, (4) suggested solutions to problems, (5) labor market trends and needs, (6) program planning, (7) implementation and evaluation of supportive services such as counseling and guidance, and (8) future needs and program development. In outlining a course of action, the report categorizes the basic needs of handicapped students as medical, social, economic, and educational. (Author/JS)

ED056169 VT013818

ADMINISTRATORS' WORKSHOP FOR PROGRAM IMPLEMENTATION: VOCATIONAL EDUCATION OPPORTUNITIES FOR DISADVANTAGED AND HANDICAPPED PERSONS. FINAL REPORT.

Law, Gordon F.; Perkowski, Robert

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date May 71 Note-112p.; Presentation at a Conference (New Brunswick, N.J., April 26-27, 1971 and May 3-4, 1971)

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Disadvantaged Groups/ Educational Needs/ Educational Opportunities/ Educational Strategies/ Federal Legislation/ *Guidelines/ *Handicapped/ *Program Development/ *Vocational Education / Workshops

Eighty individuals attended a workshop which provided an opportunity to consider strategies and develop guidelines for improving and expanding vocational education opportunities for disadvantaged youth and adults. Presentations included in the document are: (1) "Handicapped and Disadvantaged Sections of Public Law 90-576" by John Wyllie, (2) "Highlighting the Nature of the Disadvantaged and Handicapped: Suggestions for Local Program Implementation" by Barbara Kemp, (3) "Who Are the Disadvantaged?" by Alvin Vaughn, (4) "Who Are the Handicapped?" by William Kology, (5) "What Can Be Done for Disadvantaged and Handicapped Persons Through Public Education Agencies" by Frank A. Morretti. Included in the document are summary statements by group discussion leaders. (JS)

ED049387 08 VT012964

DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR NEW CAREERS IN RECREATION SERVICES FOR THE DISABLED. FINAL REPORT.

Berryman, Doris L.

New York Univ., N.Y. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-7-0654
Grant-OEG-0-8-070654-3689(085)
Pub Date Mar 71 Note-140p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors-Career Planning/ *Careers/ Comparative Analysis/ *Educational Programs/ Evaluation/ Job Analysis/ *Manpower Development / *Physically Handicapped/ Questionnaires/ *Recreational Programs

Paraprofessional recreation personnel in hospitals, extended care centers, homes for the aged, and recreation departments were surveyed to define their roles and functions. Visits to 28 job analysis sites helped to identify a total of 79 job tasks and functions. A working model for a career lattice in recreation, and suggested content for a training program were some of the results of a 2-day conference of recreation educators, consultants, experienced practitioners, and recreation assistants. In the resulting training program, two groups of trainees were used to test a field teaching approach which was evaluated by pre- and posttesting. The results indicated that the training program was effective, and that many participants were stimulated to consider careers in recreation. One recommendation was that the training program should be revised and refined. (GEB)

ED053515 EC033018
VOCATIONAL TRAINING: EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71 Note-25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Annotated Bibliographies/ Bibliographies/ *Exceptional Child Education/ *Handicapped Children/ *Vocational Education/ *Vocational Rehabilitation

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 88 references dealing with vocational education and vocational rehabilitation, including such topics as prevocational preparation, work-study programs, sheltered workshops, job placement, and others. Entries, which include texts, journal articles, curriculum guides, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Both an author and a subject index are included. (KW)

ED073312 VT019099
VOCATIONAL EDUCATION PROGRAMS FOR THE DISADVANTAGED AND HANDICAPPED. MONOGRAPH SERIES NO. 1.
Eberle, Fred W.
West Virginia Research Coordinating Unit for Vocational Education, Huntington.
Pub Date 71 Note-15p.; An Address to the National Association of State Directors of Vocational Education, at the Annual Convention of American Vocational Association (64th, New Orleans, Louisiana, December 5, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Disadvantaged Groups/ Educational Accountability/ *Educational Needs/ Educational Problems/ *Handicapped/ Speeches/ *State Programs/ *Vocational Education
Identifiers-Vocational Maturity/ *West Virginia
Vocational education for the disadvantaged and the handicapped in West Virginia at the local level needs specific teacher training programs at the college level, clear definitions and procedures for applying criteria that identify disadvantaged groups, and reorganization into integrated curriculums to avoid scheduling problems. The problems of funding, accountability, and staff development are being solved by the project method, which requires clearly measurable program goals and behavioral objectives. Identification of a specific local target population, local administrative involvement, and development of a descriptive operational model are included in this statewide approach to vocational education planning. (AG)

ED057517 EC040684
COMPREHENSIVE VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS.
Gary, A. L.
Hamilton County Dept. of Education, Chattanooga, Tenn.
Spons Agency-Council for Exceptional Children, Arlington, Va.
Pub Date 71 Note-10p.; Paper presented at the Special Conference on Emerging Models of Special Education for Sparsely Populated Areas (Memphis, Tennessee, December 3, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Educable Mentally Handicapped/ *Exceptional Child Education/ *Guidelines/ *Handicapped Children/ *Mentally Handicapped/ Program Development/ *Vocational Education
Discussed are guidelines for vocational program development for handicapped students. The author rejects the norm-referenced system that compares individual performance to group performance and advocates the criterion-referenced system that is based upon mastery of specific skills. A vocational program's effectiveness is then related to five considerations: individual differences, which the

author states are not accounted for in norm-referenced tests; instructional objectives, which are said to communicate teacher expentancies to the learner; test construction, which the author states needs to stem from the instructional objectives; remediation, which can follow a student's incomplete mastery of a skill without traditional failure; and social consequences, which are said to be fostered by criterion-referenced systems. A joint vocational/academic program is then described that incorporates the discussed format. The students are designated as educable mentally handicapped and are participating in the vocational education program that has the terminal goal of job placement. The students eventually are placed in local businesses and may return to vocational school for additional training. Results indicate that the program is effective. (CB)

ED056176 VT013951

VOCATIONAL EDUCATION FOR HANDICAPPED PERSONS. HANDBOOK FOR PROGRAM IMPLEMENTATION.

Young, Earl B.; And Others

Office of Education (DHEW), Washington, D.C.

Report No.-OE-35096

Pub Date 71 Note-98p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.235:35096, $.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Community Involvement/ *Guides/ *Handicapped/ Instructional Materials/ Interagency Cooperation/ Professional Personnel/ Program Administration/ *Program Development/ Rural Education/ *Vocational Education/ *Vocational Rehabilitation/ Voluntary Agencies

Identifiers-Vocational Education Amendments of 1968

To provide vocational educators with reliable information about the handicapped and suggestions for implementing services according to the Vocational Education Amendments of 1968, ideas were developed during a 2-day national conference attended by 200 educators and rehabilitation specialists, and were refined during nine regional clinics. Using these suggestions, this document strives to answer specific questions of program implementation, using model programs when possible, so that administrators at the local level can choose and implement according to need. The information is presented in these sections: (1) Who are the Handicapped? (2) Organizing for Cooperation: Interagency Involvement, (3) Services Available from Vocational Rehabilitation, (4) A Model for Statewide Cooperative Agreement, (5) Programs and Services, (6) Providing Services in Rural Areas, (7) Community Involvement in Vocational Educational Services for the Handicapped, (8) Considerations in Planning Vocational Education for the Hearing, Visually, and Physically Impaired, (9) Personnel, (10) Some Suggested Sources of Teaching Materials and Assistance, and (11) Vocational Education Amendments of 1968: Sections Related to the Handicapped. (SB)

ED047438 EC031518
VOCATIONAL PREPARATION: SUGGESTIONS FOR TEACHERS OF THE HANDICAPPED.
Walden, S. Bernie; And Others
Iowa Univ., Iowa City. Special Education Curriculum Development Center.
Pub Date Oct 70 Note-151p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors-*Curriculum Guides/ *Exceptional Child Education/ Job Skills/ *Mentally Handicapped/ Teaching Guides/ *Vocational Education/ Wages/ Work Attitudes

Designed for use by teachers of the handicapped, the curriculum guide provides brief objectives and activities in readiness for vocational preparation at the primary level. At the intermediate-junior high level, 14 specific lessons are presented which contain objectives, teaching suggestions, activities, and materials in aspects ranging from self awareness to finding and securing a job. A starter unit of 13 lessons is diagramed to indicate objectives, activities, and resource materials in the area of wage and payment concepts. Classroom vocational preparation is outlined, and school-job training programs are described for three levels of ability. Student work sheets and a related bibliography are included. (RD)

1970 Publication Dates

ED048677 EC031781
A FOLLOW-UP STUDY OF AUDITORIALLY, VISUALLY, AND ORTHOPEDICALLY HANDICAPPED PUPILS IN CINCINNATI. FINAL REPORT.
Prisuta, Richard
Pittsburgh Univ., Pa. Office of Research and Field Services.
Spons Agency-Cincinnati Board of Education, Ohio.
Pub Date Sep 70 Note-137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors-Aurally Handicapped/ *Exceptional Child Research/ *Followup Studies/ *Handicapped/ Interviews/ Manpower Development/ Physically Handicapped/ Public Education/ Visually Handicapped/ *Vocational Education
Identifiers-Ohio
A followup study of aurally, visually, and physically handicapped graduates of the Cincinnati Public Schools was investigated for use in future educational planning for handicapped children. A random selection of 24 aurally handicapped, 15 visually handicapped and 34 physically handicapped graduates were interviewed. Twenty nine of the group met the criteria of being employed with a measurable wage and employers of all 29 subjects were interviewed. Findings were indicated by the researchers to show that the majority of the handicapped pupils were capable of successful occupational adjustment to unskilled and semiskilled jobs; however, impractical school experiences were not marketable enough to provide economic stability. Recommendations were made that the administration should assume more responsibility for the occupational placement of disabled pupils; the scope of the pre-vocational training program should be expanded to meet the changing labor market demands; and specific program objectives which pair specific skills with specific job opportunities based on employment situations of former pupils should be created. (CD)

ED057528 EC040762
A PROGRAM FOR THE VOCATIONAL REHABILITATION OF EMOTIONALLY DISTURBED AND BRAIN-INJURED ADOLESCENTS IN A PUBLIC SCHOOL SETTING. FINAL REPORT.
Irvine, Paul; Plumpton, Russell A.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Pub Date Aug 70 Note-118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors-*Emotionally Disturbed/ *Exceptional Child Research/ *Minimally Brain Injured/ Neurologically Handicapped/ Program Development/ Public Schools/ *Vocational Education/ Vocational Rehabilitation
The study involved the development of an experimental vocational education program for emotionally disturbed and brain-injured adolescents in a public school. Subjects were 29 boys, ages 14-21

years, enrolled in special classes for the emotionally disturbed and brain-injured. The program embodied three levels of training: prevocational orientation, exploratory occupational education, and specific occupational preparation. The last two were provided through supervised work experience and a classroom shop program in a vocational school setting. Fourteen subjects graduated from the program, three returned to and graduated from the regular high school program, 10 left the program, and two are still enrolled. A followup study showed that 13 of the 14 program graduates are satisfactorily employed. Essential elements of a comprehensive vocational education program in a public school were found to include participation of the public vocational rehabilitation agency, services of a vocational school, extensive exploratory occupational experience, and availability of both a classroom shop instructional program and on-the-job instruction. Curriculum guidelines are appended. (Author/KW)

ED052369 VT013551

A NATIONAL EFFORT FOR THE PHYSICALLY HANDICAPPED.

President's Task Force on the Physically Handicapped, Washington, D.C.

Pub Date Jul 70 Note-41p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR 37.8:P56/R29, $.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Community Role/ *Educational Needs/ Government Role/ *Manpower Development/ *Physically Handicapped/ Program Effectiveness/ Program Evaluation/ *Program Improvement/ *Reports

The mission of this Task Force was to review what the public and private sectors are now doing for physically handicapped Americans and to recommend what might be done to improve services and programs. Specifically, the Task Force was to provide an overview of problems faced by handicapped people in order to determine how best to assist them in achieving maximum independence, security, and dignity. To accomplish this mission the Task Force was to: (1) consider the effectiveness of existing programs, (2) recommend methods for improving the quality of services and the coordination of these programs, (3) propose ways for increasing community awareness and action in the interest of the handicapped, and (4) develop recommendations for legislation or executive governmental action, and suggest how private and voluntary groups could pursue more effectively their efforts to aid the handicapped. The findings and recommendations of this Task Force are presented in this document. (Author/BH)

ED052351 VT013455
CAREER EDUCATION AT O.S.S.D. A STUDY OF NEEDS AND PLAN OF ACTION FOR CAREER EDUCATION AT OREGON STATE SCHOOL FOR THE DEAF.
McKinlay, Bruce; And Others
Oregon State Board of Education, Salem. Special Schools Div.
Pub Date Jul 70 Note-141p.
Available from-Oregon Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 ($2.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors-Deaf Children/ Employment Opportunities/ *Occupational Guidance/ Occupational Information/ *Physically Handicapped/ *Program Evaluation/ *Program Improvement/ Surveys/ *Vocational Education
Identifiers-*Career Education
Recognizing a need for improvement in their vocational education offerings, the administration of the program for the deaf appointed a study team representing backgrounds including education of the deaf, manpower research, public administration, and occupational analysis. This report presents their specific analysis and recommendations for a comprehensive plan for career education which will lead to higher and more diversified employment for the deaf. The plan calls for guidance and exploratory opportunities and puts heavy emphasis on the student's choice of a career field. It integrates "academic" and "vocational" courses and individualizes the program. Reports based on an extensive analysis of both educational opportunities and labor market conditions are included in the report. (GEB)

ED042043 VT011542
THE ROLE OF THE COMMUNITY COLLEGE IN TRAINING THE DISADVANTAGED-HANDICAPPED STUDENT. FINAL REPORT.
Spons Agency-Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.; Oregon State Univ., Corvallis. Div. of Vocational, Adult, and Community Coll. Education.
Pub Date Jun 70 Note-79p.; Proceedings of a Workshop (Oregon State Univ., Corvallis, June 15-19, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*College Role/ *Community Colleges/ *Disadvantaged Youth / Educational Innovation/ *Handicapped Students/ Manpower Development/ Rehabilitation/ Teacher Education/ *Vocational Education
Ten of Oregon's twelve community colleges were represented at this workshop sponsored by the Oregon Board of Education. Each participant held a position of importance in developing programs for handicapped students in his respective agency. The workshop: (1) examined the problems of the handicapped student, in terms of specific problems of each group as well as problems faced by handicapped students in general, (2) studied successful programs and instructional materials, and (3) discussed innovative methods and techniques. After examining the role of the community college in rehabilitation, participants recommended modifications in teacher education and made proposals for new programs. (BH)

ED049491 VT012651

A GUIDE FOR THE DEVELOPMENT AND INSTALLATION OF OCCUPATIONAL TRAINING PROGRAMS AND SERVICES FOR DISADVANTAGED AND HANDICAPPED PERSONS.

Anderson, Del

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Div. of Vocational and Technical Education.

Pub Date May 70 Note-43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Culturally Disadvantaged/ *Handicapped/ Organization/ Program Administration/ *Program Design/ Program Development/ *Program Guides/ *Vocational Education

This report describes the procedures necessary to develop a vocational education program to prepare the physically handicapped and culturally disadvantaged for entry level jobs and responsible citizenship. The 2-part model program includes a regular vocational program with supportive services for handicapped and disadvantaged students, and a separate program for those who cannot compete in the regular program even with supportive services. The separate program provides for entry into either a work-experience program or a regular vocational program after learning the basic knowledge and skills for an occupational cluster. In addition to describing administration and organization, the report discusses special qualifications required for faculty, curriculum, and facilities. (BH)

ED039386 AA000564

VOCATIONAL EDUCATION AND WORK STUDY PROGRAMS. PAPERS PRESENTED AT THE ANNUAL INTERNATIONAL CONVENTION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN (48TH, CHICAGO, ILLINOIS, APRIL 19-25, 1970).

Council for Exceptional Children, Arlington, Va.

Pub Date Apr 70 Note-67p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Educable Mentally Handicapped/ *Exceptional Child Education/ *Mentally Handicapped/ Program Descriptions/ Secondary Education/ Self Concept/ Student Evaluation/ Vocational Aptitude/ *Vocational Education/ *Work Study Programs

The implementation of a work-study program in a rural, depressed area, the operation of the program, and evaluation are discussed in the first of six papers on vocational education for the retarded. The sheltered workshop at the Kurtz Training Center in Pennsylvania is described with a focus on promoting self image and adjustment. A 6-year secondary program for students with IQ's of 80 and below, located in a self-contained highschool, is considered. Also examined are two aspects of work aptitudes and prevocational evaluation in work-study programs. (RJ)

ED038540 08 VT010882
RESEARCH VISIBILITY: THE DISADVANTAGED AND THE HANDICAPPED.
Brandon, George L., Ed.
American Vocational Association, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-7-0633
Grant-OEG-2-7-070633-3021
Pub Date Apr 70 Note-16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Bibliographies/ Demonstration Projects/ *Disadvantaged Youth/ *Physically Handicapped/ Research Projects/ *Research Reviews (Publications)/ Vocational Development/ *Vocational Education/ Work Experience Programs
Fifteen reviews of conference reports, research and demonstration projects, and surveys pertain to the need for and applicability of vocational education for the disadvantaged in general, and specifically for disadvantaged adults and youth, and the handicapped. "Plain Talk," a continuing column by the editor, discusses the need for vocational educators to achieve a greater degree of cooperative organization in research and research utilization. A bibliography provides information on the availability of studies reported in this issue and 36 additional studies. A previous review of research on disadvantaged youth is available as ED 030 749. (CH)

ED052342 VT013389
HANDBOOK FOR EVALUATING DISADVANTAGED AND HANDICAPPED STUDENTS FOR PLANNING OCCUPATIONAL EDUCATION PROGRAMS.
North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.
Pub Date Feb 70 Note-43p.
Available from-Division of Occupational Education, N.C. Dept. of Public Instruction, Education Building, Raleigh, North Carolina 27602 (Single Copies without charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Disadvantaged Youth/ Evaluation Criteria/ Evaluation Techniques/ Handicap Detection/ *Handicapped Students/ Mentally Handicapped/ Physically Handicapped/ *Program Planning/ Resource Guides/ *Student Evaluation/ *Vocational Education
Identifiers-*North Carolina
This handbook is intended for public school educators who are attempting to identify students with special educational needs, diagnose specific causes, and plan programs to meet these unique needs. To help in the evaluation of disadvantaged and handicapped students, the document presents a descriptive list of conditions and characteristics of these students, suggested procedures for evaluation, sources of information to be used by the evaluation committee, and basal instruments. (GB)

ED043732 VT011136

IMPLEMENTING THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 FOR THE DISADVANTAGED OR HANDICAPPED. SUGGESTED UTILIZATION OF RESOURCES AND GUIDE FOR EXPENDITURES (SURGE).

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Feb 70 Note-19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Disadvantaged Groups/ Educational Finance/ Expenditures / *Federal Legislation/ *Handicapped/ Leadership Responsibility/ *Program Administration/ Program Development/ Services/ *Vocational Education

Identifiers-*Vocational Education Amendments of 1968

Based on experiences and recommendations from vocational education programs, this publication contains suggestions for State Department of Vocational Education staff in their leadership roles to local educational agencies and in their relationship with other state institutions in developing services and programs for the disadvantaged and handicapped under the Vocational Education Amendments of 1968. Definitions, characteristics, uses of federal funds, areas to be served, cooperating persons and organizations, and effective services and program components are included for both groups. (SB)

ED043177 EC030103

PAID DOMESTIC WORK FOR THE TRAINABLE RETARDED GIRL: A PILOT PROJECT. REPORT NO. 8.

Overs, Robert P.; And Others

Curative Workshop of Milwaukee, Wis. Research Dept.

Pub Date Feb 70 Note-110p.

Available from-Curative Workshop of Milwaukee, 750 North 18th Street, Milwaukee, Wisconsin 53233 ($2.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Domestics/ *Exceptional Child Research/ Females/ Homemaking Skills/ Job Skills/ Job Training/ Maids/ *Pilot Projects/ Project Training Methods/ *Trainable Mentally Handicapped/ *Vocational Education/ Work Experience Programs

A pilot project of the Curative Workshop of Milwaukee which provided domestic work training for four trainable mentally retarded girls is described. School psychologists' reports of the four adolescent trainees are included, and recommendations for future programing are noted. Evaluation data reflect the girls' performance, amount of supervision, job satisfaction, relationship to employer and supervisor, motivation, and interpersonal competence. Almost half of the report consists of a selected annotated bibliography and a list of references relating to the education, training and placement of the mentally retarded. The appendixes present household job task descriptions, safety skills check lists, related inventories of visual and auditory skills, and the project evaluation form. (RD)

ED066525 UD012471
FINAL REPORT OF THE EVALUATION OF THE SUMMER 1970 EXPLORATORY VOCATIONAL TRAINING PROGRAM FOR PHYSICALLY HANDICAPPED AND MENTALLY RETARDED PUPILS. ESEA TITLE I.
Teaching and Learning Research Corp., New York, N.Y.
Spons Agency-New York City Board of Education, Brooklyn, N.Y.
Pub Date 70 Note-34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Group Relations/ *Handicapped Students/ High School Students/ Mechanical Skills/ *Physically Handicapped/ Program Evaluation/ Retarded Children/ Summer Programs/ *Vocational Education/ Vocational Rehabilitation/ Vocational Training Centers
Identifiers-*Elementary Secondary Education Act Title I/ ESEA Title I/ New York

The general goal of this summer program, funded under Title I, Elementary and Secondary Education Act, was to provide an instructional-vocational program which would meet the needs of handicapped students. Specifically, the program set out to: (a) provide experiences in shop areas which will provide in manipulation of materials and contribute to growth in motor control and manual dexterity; (b) provide experiences in group interaction in shops and opportunities for following through on individual and group projects which will contribute to growth in self-direction; and, (c) provide opportunities for success and achievement in exploration of new media, materials, and equipment. The evaluation was performed by a collection of information from parents, teachers, and students, and by observations by evaluation staff members of shop settings and activities. Teachers rated students at two intervals in the program, once on the seventeenth of July and again on August thirteenth. Students who were able to write filled out questionnaires. The others were interviewed by project staff members. Parents also filled out questionnaires. Teachers responded to a questionnaire at the termination of the program. (Author/JM)

ED064427 UD012460
FINAL REPORT OF THE EVALUATION OF THE SUMMER PROGRAM FOR MENTALLY RETARDED YOUNG ADULTS--OCCUPATIONAL TRAINING CENTERS, SUMMER 1970. ESEA TITLE I.
Malven, Fredric; Oliver, Adela
Teaching and Learning Research Corp., New York, N.Y.
Spons Agency-New York City Board of Education, Brooklyn, N.Y.
Pub Date 70 Note-54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Compensatory Education Programs/ Guidance Services/ *Mentally Handicapped/ *Mental Retardation/ Occupational Guidance/ Program Evaluation/ Self Concept/ Socialization/ Travel Training/ *Vocational Education/ *Young Adults/ Youth Programs

Identifiers-*Elementary Secondary Education Act Title I/ ESEA Title I/ New York City

The 1970 Summer Program for Mentally Retarded Young Adults Occupational Training Centers program, funded under Title I of the 1965 Elementary Secondary Education Act, was designed to serve the summer educational, prevocational, and social needs of approximately 170 retarded adolescents and young adults. The general objectives of the project were to meet the following needs of the enrolled retarded young people: (1) to improve self-image through activities to promote socialization skills; (2) to develop leisure time skills and independence; (3) for training in the use of community resources; (4) for travel training; (5) to improve employability potential through work experiences; (6) to orient new students to the Occupational Training Centers; (7) to provide vocational and personal guidance; and, (8) to improve physical fitness. In order to evaluate the degree to which these objectives were met, repeated site visits were made to the two Summer Occupational Training Centers. It was found that the two centers had quite different approaches to meeting the objectives: whereas one center used a carefully preplanned and highly structured program featuring "tracking," the other used a less structured, more flexible, and in certain respects, more creative program. (Authors/JM)

ED053290 VT013024

FEASIBILITY STUDY FOR THE PHYSICALLY HANDICAPPED, 1970-1971.

Mall, Paul C.

Spons Agency-Chicago City Colleges, Ill. Amundson-Mayfair Coll.; Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 70 Note-90p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Educational Needs/ Educational Opportunities/ *Employment Opportunities/ Feasibility Studies/ *Physically Handicapped/ Program Costs/ Program Development/ *Student Needs/ Surveys/ *Technical Education/ *Vocational Education

Using data gathered from 15 local agencies, this study sought to identify the number of physically handicapped individuals who could benefit from educational experiences in existing technical and occupational programs in the city colleges of Chicago. Answers were sought to questions such as the following: (1) What are the categories of disabilities of the handicapped individuals of the metropolitan area of Chicago? (2) Which types of academic, technical and occupational training are appropriate to each category of handicapped individuals? (3) What areas and levels of employment are available for the handicapped individual and in what quantity? and (4) What are the

cost factors involved in initiating and operating such programs? A major finding of this study is that the handicapped students who are receiving educational opportunities at the 4-year universities are pursuing baccalaureate degrees, and many who could benefit from technical and occupational programs are not provided the opportunity. New programs are needed to provide vocational and technical education to this group of students. (Author/JS)

ED048684 EC031788

EVALUATION REPORT OF THE WORKSHOP FOR VOCATIONAL AND SPECIAL EDUCATION TEACHERS, CINCINNATI PUBLIC SCHOOLS, 1969-1970.

Cincinnati Public Schools, Ohio.; Pittsburgh Univ., Pa. Office of Research and Field Services.

Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 70 Note-30p.

EDRS Price MF-$0.65 HC-$1.29

Descriptors-Employment Experience/ Employment Potential/ *Exceptional Child Education/ *Followup Studies/ *Handicapped Children / *Inservice Teacher Education/ Public Schools/ Special Education Teachers/ *Vocational Education/ Workshops

Identifiers-Ohio

An evaluation report of a workshop conducted by the Office of Research, University of Pittsburgh (May 18-21, 1970) for vocational and special education teachers in the Cincinnati Public Schools is presented. Summary of the workshop, objectives, consultations, inservice workshops, and evaluations by participants and staff are enumerated. Such concerns as a need for more instruction in the use of media, better advance information, workshops of longer duration, and involvement of more nonteaching personnel from related fields were emphasized in the evaluation. As part of the plan for improved capability of the Cincinnati Public Schools to educate the handicapped children, an analysis of the incidence of employment, type of employment, income range, and employer attitude was also conducted. Pupils involved in the study were considered as finished products of the special programs. Introductory and summary parts of the study are included in the report. Persons wanting a copy of the full study are requested to contact Dr. Paul Miller, Superintendent, Cincinnati Public Schools. (CD)

ED073245 VT018533

DEVELOPING ADAPTIVE BEHAVIOR AND WORK SKILLS IN SEVERELY RETARDED YOUNG ADULTS.

Fenning, Jerome M.; McBee, Edwin D.

California State Dept. of Mental Hygiene, Sacramento.; Pacific State Hospital, Pomona, Calif.

Spons Agency-California Coordinating Unit for Occupational Research and Development, Sacramento.

Note-10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Behavior Change/ Behavior Development/ Behavior Patterns/ Conduct/ *Demonstration Projects/ Interpersonal Competence/ Job Training/ *Mentally Handicapped/ Mental Retardation/ Reinforcers/ Self Esteem/ *Sheltered Workshops/ Skill Development/ Social Behavior/ *Vocational Education

The Pacific State Hospital conducted a demonstration experiment with 12 severely and profoundly mentally retarded male adolescents, which concentrated on modifying disruptive, bothersome behaviors while developing basic work skills required for daily activity in sheltered workshops. The experiment provided an integrated program for an entire day, utilizing the concept that skills would transfer from a hospital environment to a community environment. The same daily schedule, work skills, and social behaviors sought during the project occur in sheltered workshops in the community. The concept of work and reward were utilized as behavior modifiers. Performance evaluations indicated success in achieving the objectives, and clinical observations indicated growth in the students' self-esteem and social awareness, but their adaptive behavior was still unacceptable for community standards. One of the problems was that their behavior deteriorated unless very structured rewarding circumstances were present. The program has been continued with a token economy being substituted for the tangible rewards, and an hour interval now occurs before reinforcement is given. The efficacy in providing a vocationally oriented program for severely retarded adolescents was demonstrated. (SB)

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

For EDRS Use 30
CUSTOMER NO. _____
ORDER NO. _____
TYPE _____ CAT. _____
INVOICES _____
ON FILE _____

ON-DEMAND ORDER BLANK

BILL TO: _____

_____

_____

_____ *(Zip)*

SHIP TO: _____

_____

_____

_____ *(Zip)*

PURCHASE ORDER NO. _____

ERIC REPORTS TO BE ORDERED

Item	ERIC Report (6 Digit ED No.)	Number of Copies M/F	Number of Copies PC	Unit Price	Total Price
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

☐ PREPAID _____	*SUB-TOTAL*	
☐ TAX EXEMPTION NO. _____	*SALES TAX*	
☐ DEPOSIT ACCT. NUMBER _____	*POSTAGE*	
☐ CHECK NUMBER _____	*TOTAL*	

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

IMPORTANT INSTRUCTIONS

- Order ERIC Reports only by 6 digit ED No. shown in Research in Education (RIE) or other indices
- Indicate if you want microfiche film (M/F) or paper copies (PC)
- Enter unit prices from the Price List below. All other prices are out of date
- Enclose check or money order payable to EDRS for orders totalling less than $10.00

PRICE LIST

MICROFICHE (M/F)	PAPER COPIES (PC)	
Each ERIC Report – $0.65	Number of Pages per ERIC Report:	Price
Microfiche Film (M/F) is a 4" x 6" sheet of microfilm on which up to 70 pages of text are reproduced.	1 – 100	$3.29
	101 – 200	6.58
	201 – 300	9.87
	Each additional 100 pages or portion thereof –	$3.29

NOTE:

1. Fourth Class Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.
3. Paper copies (PC), shown as hard copy (HC) in past RIE issues, will be stapled with heavy paper covers.

SIGNATURE _____ DATE _____

TITLE OR DEPT. _____

MAKE ALL DRAFTS PAYABLE TO EDRS

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

7/72

*SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced for not-for-profit educational institutions and organizations;provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond LIPCO.s control and without negligence on the part of LIPCO; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

The mission of the ERIC CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION is to acquire, process, and disseminate research and related information and instructional materials on vocational and technical education and related fields. It is linked to the Educational Resources Information Center (ERIC), the national information system for education.

PRODUCTS

The information in the ERIC system is made available to users through several information access products. Documents and journal articles are acquired, selected, abstracted, indexed, and prepared for announcement in these publications. The document's abstract can be read in the same ERIC publication in which it is indexed. The full text of announced documents is available from the original source or from the ERIC Document Reproduction Service (EDRS) in microfiche and hard copy form.

* ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (AIM), a quarterly publication, provides indexes to and abstracts of a variety of instructional materials intended primarily for teacher or student use.

* ABSTRACTS OF RESEARCH MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (ARM) is published quarterly and provides indexes to and abstracts of research and related materials.

* COMPUTER TAPES of AIM and ARM contain resumes of over 6,000 documents on vocational and technical education that have not appeared in RIE.

* RESEARCH IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE) are monthly publications. Many of the documents announced in AIM and ARM are also listed in RIE, the Central ERIC publication. Journal articles reviewed by the Clearinghouse are announced in CIJE, the CCM Corporation publication.

CAREER EDUCATION

A new project, the Supportive Information for the Comprehensive Career Education Model (SI/CCEM), is using the ERIC document base to provide information for the development of the Comprehensive Career Education Model (CCEM). In addition to using ERIC, the project staff is helping to acquire additional materials for CCEM. Many of these are being announced in AIM, ARM, and RIE.

INFORMATION ANALYSIS

The Clearinghouse engages in extensive information analysis activities designed to review, analyze, synthesize, and interpret the literature on topics of critical importance to vocational and technical education. Review and synthesis papers have been prepared on many problems or processes of interest to the entire field. Current emphasis is upon interpretation of major concepts in the literature for specific audiences. Recent career education publications have been developed that clarify and synthesize for program developers and decision-makers the theoretical, philosophical, and historical bases for career education.

USER SERVICES

In order to provide information on ways of utilizing effectively the ERIC document base, the Clearinghouse provides the following user services:

1. Information on the location of ERIC microfiche collections;
2. Information on how to order ERIC access products (AIM, ARM, RIE, and CIJE);
3. Bibliographies on timely vocational-technical and related topics such as (1) career education, (2) vocational education leadership development, (3) vocational education for disadvantaged groups, (4) correctional institutions, (5) cooperative vocational education, (6) information system for vocational decisions, and (7) management systems in vocational education;
4. Brochures describing ERIC operations and products;
5. Directing users to sources of information required for solving specific problems; and
6. Referral of requests to agencies that can provide special services.

YOUR INPUTS

Your comments, suggestions, and questions are always welcomed at the Clearinghouse. In addition, any documents you feel are beneficial to educators may be sent to the Clearinghouse for possible selection and inclusion into AIM, ARM, or RIE.

ERIC Clearinghouse on Vocational and Technical Education
1960 Kenny Road
Columbus, Ohio 43210